



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 10111159
SAU: Bangor School Department
School: Mary Snow School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 4

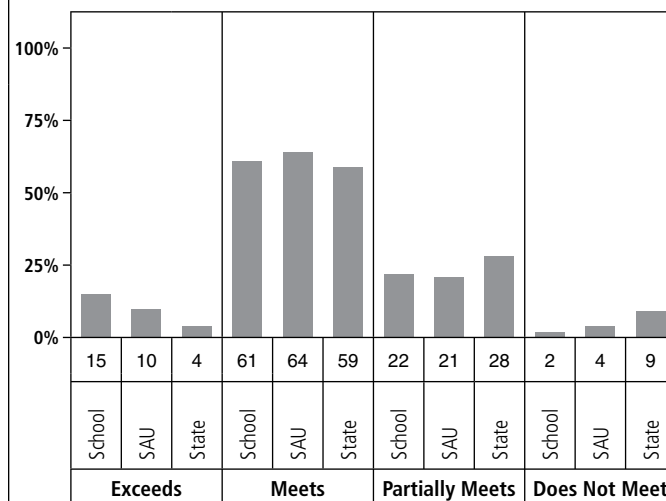
SAU: Bangor School Department

School: Mary Snow School

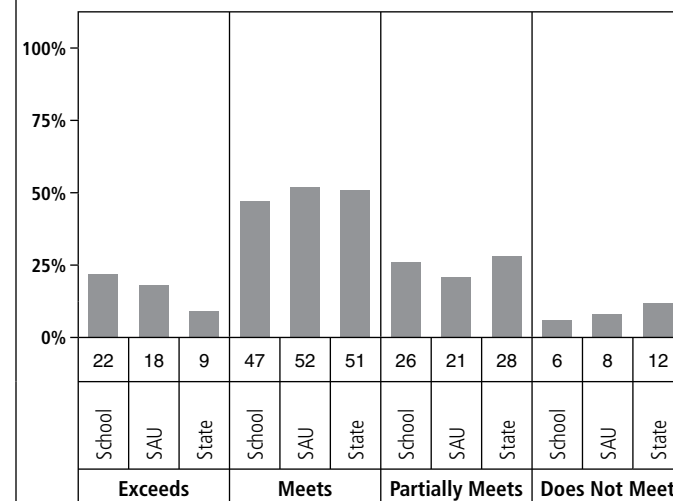
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	449	447	444
2006–2007	448	448	445
2007–2008	451	449	445
Cum. Avg. *	449	448	445
Mathematics			
2005–2006	451	450	444
2006–2007	449	451	445
2007–2008	450	449	445
Cum. Avg. *	450	450	445
Science & Technology			
2005–2006	448	447	444
2006–2007	448	449	444
2007–2008	452	450	444
Cum. Avg. *	449	449	444

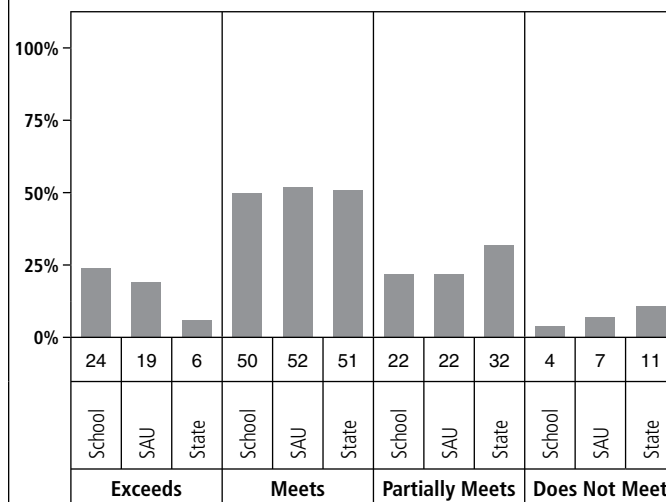
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 4
 SAU: Bangor School Department
 School: Mary Snow School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
							ELA-Reading						Mathematics						Science and Technology															
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	125	100	259	100	14207	100	123	99	254	99	14181	100	124	100	255	100	14123	100	124	100	255	100	14115	99										
Ethnicity African American/Black	4	3	10	4	390	3	4	100	10	100	388	99	4	100	10	100	388	99	4	100	10	100	386	99										
American Indian or Native Alaskan	0	0	2	1	101	1	0	0	2	100	101	100	0	0	2	100	101	100	0	0	2	100	101	100										
Asian or Pacific Islander	5	4	8	3	263	2	4	80	7	88	259	98	5	100	8	100	262	100	5	100	8	100	262	100										
Hispanic	4	3	4	2	170	1	4	100	4	100	168	99	4	100	4	100	166	98	4	100	4	100	166	98										
Caucasian/White	112	90	235	91	13282	93	111	100	231	100	13264	100	111	100	231	100	13205	100	111	100	231	100	13199	99										
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100										
Identified disability	28	22	57	22	2524	18	27	100	54	98	2514	100	27	100	54	98	2498	99	27	100	54	98	2494	99										
Current LEP	3	2	5	2	385	3	2	67	4	80	377	98	3	100	5	100	383	99	3	100	5	100	380	99										
Economically disadvantaged	36	29	124	48	5587	39	36	100	122	99	5569	100	36	100	122	99	5538	99	36	100	122	99	5534	99										
Migrant	0	0	2	1	5	0	0	0	2	100	5	100	0	0	2	100	5	100	0	0	2	100	5	100										

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	90	72	175	68	10755	76	90	72	176	68	10730	76	90	72	176	68	10776	76						
Identified disability (PET/IEP)	1	1	1	1	375	3	1	1	1	1	374	3	1	1	1	1	384	4						
LEP	0	0	2	1	148	1	0	0	2	1	148	1	0	0	2	1	150	1						
504 plan	10	11	13	7	114	1	10	11	13	7	114	1	10	11	13	7	115	1						
Participation with accommodations	33	26	72	28	3298	23	34	27	72	28	3267	23	34	27	72	28	3215	23						
Identified disability (PET/IEP)	26	79	46	64	2013	61	26	76	46	64	1998	61	26	76	46	64	1986	62						
LEP	2	6	2	3	225	7	3	9	3	4	233	7	3	9	3	4	229	7						
504 plan	2	6	9	13	69	2	2	6	9	13	68	2	2	6	9	13	67	2						
Other	4	12	16	22	1046	32	4	12	15	21	1023	31	4	12	15	21	987	31						
Participation through alternate assessment (PAAP)	0	0	7	3	126	1	0	0	7	3	126	1	0	0	7	3	124	1						
Identified disability (PET/IEP)	0	0	7	100	126	100	0	0	7	100	126	100	0	0	7	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	1	1	3	1	15	0	1	1	3	1	16	0	1	1	3	1	12	0						
Non-participation – other	1	1	2	1	11	0	0	0	1	0	68	0	0	0	1	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: Bangor School Department
School: Mary Snow School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	16	14	28	10	601	4
	2006-2007	8	6	18	7	507	4
	2007-2008	19	15	24	10	559	4
	Cum. Total*	43	12	70	9	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	74	65	166	60	7910	57
	2006-2007	87	67	173	68	8749	63
	2007-2008	75	61	159	64	8308	59
	Cum. Total*	236	64	498	64	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	20	18	68	25	3970	29
	2006-2007	27	21	54	21	3467	25
	2007-2008	27	22	53	21	3922	28
	Cum. Total*	74	20	175	22	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	4	4	13	5	1421	10
	2006-2007	8	6	11	4	1165	8
	2007-2008	2	2	11	4	1264	9
	Cum. Total*	14	4	35	4	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	33.6	70.0	32.4	67.5	29.7	61.9
Literary Text	24	50	17.1	71.3	16.8	70.0	15.5	64.6
Informational Text	24	50	16.5	68.8	15.6	65.0	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Bangor School Department
 School: Mary Snow School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	123	19	15	75	61	27	22	2	2	451	247	10	64	21	4	449	14053	4	59	28	9	445
Ethnicity																						
African American/Black	4										10	0	50	40	10	442	384	1	36	35	28	438
American Indian or Native Alaskan	0										2						101	1	46	44	10	442
Asian or Pacific Islander	4										7	14	43	29	14	445	259	6	61	22	11	445
Hispanic	4										4						164	0	45	38	16	440
Caucasian/White	111	19	17	68	61	22	20	2	2	451	224	10	66	20	4	449	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	27	1	4	10	37	15	56	1	4	441	47	2	30	49	19	439	2388	0	29	44	26	437
No	96	18	19	65	68	12	13	1	1	453	200	12	73	15	1	451	11665	5	65	25	6	446
Current LEP																						
Yes	2										4						373	1	32	35	32	436
No	121	19	16	74	61	26	21	2	2	451	243	9	65	21	5	449	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	36	1	3	23	64	11	31	1	3	445	117	2	62	29	8	444	5502	1	47	37	14	441
No	87	18	21	52	60	16	18	1	1	453	130	17	67	15	2	452	8551	6	67	22	5	447
Migrant																						
Yes	0										2						5	0	40	60	0	445
No	123	19	15	75	61	27	22	2	2	451	245	10	64	21	4	449	14048	4	59	28	9	445
Gender																						
Female	52	7	13	27	52	18	35	0	0	450	113	9	59	29	3	448	6959	5	61	26	8	446
Male	71	12	17	48	68	9	13	2	3	451	134	10	69	15	6	449	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	18	0	0	7	39	10	56	1	6	442	38	0	47	50	3	442	1890	0	37	46	17	439
No	105	19	18	68	65	17	16	1	1	452	209	11	67	16	5	450	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	123	19	15	75	61	27	22	2	2	451	247	10	64	21	4	449	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Bangor School Department

School: Mary Snow School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	3	100	0	0	438	3	0	29	43	29	438	5	1	42	36	21	440
B. less than one hour	66	12	15	49	60	18	22	2	2	450	64	8	62	24	6	447	74	4	62	27	7	445
C. one to two hours	28	6	18	23	68	5	15	0	0	453	30	13	72	15	0	452	18	5	59	29	7	446
D. more than two hours	4	1	20	3	60	1	20	0	0	450	3	14	71	14	0	451	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	41	13	25	32	63	5	10	1	2	455	45	15	71	11	3	452	30	6	63	24	7	446
B. They match some of what I have learned.	49	5	8	37	62	17	28	1	2	449	47	5	63	25	6	446	52	4	63	27	6	446
C. They match just a little of what I have learned.	7	1	11	6	67	2	22	0	0	447	7	6	47	47	0	444	12	2	46	37	15	441
D. There is no match.	2	0	0	0	0	3	100	0	0	435	2	0	0	80	20	434	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	37	17	37	22	48	7	15	0	0	456	36	21	60	17	2	452	35	7	66	20	6	448
B. good	54	2	3	49	74	14	21	1	2	449	55	4	70	22	4	447	51	3	60	29	7	445
C. fair	9	0	0	4	36	6	55	1	9	439	9	0	52	38	10	441	12	1	44	40	16	440
D. poor	0										0	0	0	0	100	428	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	14	1	6	8	47	7	41	1	6	444	15	3	51	30	16	443	19	2	46	34	17	442
B. about the same as my regular schoolwork	67	15	18	53	65	14	17	0	0	453	65	12	68	19	1	450	62	5	64	26	5	446
C. easier than my regular schoolwork	20	3	13	14	58	6	25	1	4	449	20	6	63	24	6	447	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	16	0	0	6	32	12	63	1	5	440	15	0	39	47	14	441	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	53	6	10	46	73	11	17	0	0	451	56	6	71	20	3	448	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	32	11	29	22	58	4	11	1	3	455	30	19	65	13	3	453	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	17	8	38	10	48	2	10	1	5	456	23	16	76	7	2	452	18	7	64	22	7	447
B. 20 minutes to an hour	65	10	13	53	66	17	21	0	0	451	54	10	65	23	2	449	55	4	64	26	6	446
C. less than 20 minutes	7	1	13	7	88	0	0	0	0	454	9	4	61	13	22	445	14	2	53	33	12	443
D. I rarely read at home.	11	0	0	5	36	8	57	1	7	440	13	3	42	45	9	441	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	16	0	0	10	50	9	45	1	5	443	18	2	56	36	7	444	23	3	50	34	13	442
B. six to ten pages	28	5	15	20	59	9	26	0	0	451	29	7	63	24	6	448	25	3	60	29	8	444
C. eleven or more pages	56	13	19	45	66	9	13	1	1	453	52	13	69	15	3	451	52	5	64	24	6	446
Optional school/SAU question																						
A.	3	0	0	1	25	2	50	1	25	438	3	0	25	50	25	438						
B.	25	7	23	20	67	3	10	0	0	454	26	23	68	10	0	454						
C.	55	9	14	41	62	15	23	1	2	451	55	13	61	24	1	451						
D.	16	3	16	12	63	4	21	0	0	450	16	16	63	21	0	450						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: Bangor School Department
School: Mary Snow School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	17	14	41	15	1294	9
	2006-2007	16	12	39	15	1054	8
	2007-2008	27	22	45	18	1321	9
	Cum. Total*	60	16	125	16	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	78	66	164	58	7000	50
	2006-2007	81	62	163	63	7394	53
	2007-2008	58	47	130	52	7079	51
	Cum. Total*	217	58	457	58	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	19	16	66	23	3784	27
	2006-2007	26	20	42	16	3729	27
	2007-2008	32	26	53	21	3955	28
	Cum. Total*	77	21	161	20	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	5	4	10	4	1894	14
	2006-2007	8	6	13	5	1735	12
	2007-2008	7	6	20	8	1642	12
	Cum. Total*	20	5	43	5	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.4	69.3	10.1	67.3	9.5	63.3
Cluster 2: Shape and Size	14	29	9.9	70.7	10.0	71.4	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.9	78.0	3.8	76.0	3.4	68.0
Cluster 4: Patterns	14	29	10.4	74.3	10.2	72.9	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Bangor School Department
 School: Mary Snow School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	124	27	22	58	47	32	26	7	6	450	248	18	52	21	8	449	13997	9	51	28	12	445
Ethnicity																						
African American/Black	4										10	0	40	40	20	441	386	4	26	34	36	434
American Indian or Native Alaskan	0										2					441	101	3	46	41	11	442
Asian or Pacific Islander	5	1	20	2	40	2	40	0	0	449	8	25	38	25	13	447	262	14	51	23	12	447
Hispanic	4										4					447	162	4	41	34	21	440
Caucasian/White	111	26	23	51	46	27	24	7	6	451	224	19	53	20	8	450	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	27	2	7	10	37	10	37	5	19	439	47	6	30	32	32	436	2372	3	31	36	30	436
No	97	25	26	48	49	22	23	2	2	453	201	21	58	19	2	453	11625	11	54	27	8	447
Current LEP																						
Yes	3										5	20	60	20	0	454	381	4	33	28	35	435
No	121	27	22	56	46	31	26	7	6	450	243	18	52	21	8	449	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	36	3	8	16	44	14	39	3	8	444	117	5	56	26	13	444	5472	5	41	35	19	440
No	88	24	27	42	48	18	20	4	5	453	131	30	50	17	4	454	8525	13	56	24	7	448
Migrant																						
Yes	0										2						5	0	80	20	0	448
No	124	27	22	58	47	32	26	7	6	450	246	18	52	22	8	449	13992	9	51	28	12	445
Gender																						
Female	52	9	17	21	40	16	31	6	12	446	113	16	50	23	12	447	6933	9	50	29	12	445
Male	72	18	25	37	51	16	22	1	1	454	135	20	55	20	5	451	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	18	0	0	11	61	7	39	0	0	445	38	0	61	37	3	444	1890	2	34	41	23	438
No	106	27	25	47	44	25	24	7	7	451	210	21	51	19	9	450	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	124	27	22	58	47	32	26	7	6	450	248	18	52	21	8	449	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Bangor School Department

School: Mary Snow School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	2	67	1	33	420	3	0	29	29	43	427	5	6	34	33	27	438
B. less than one hour	66	14	17	44	54	19	23	5	6	450	64	14	55	22	9	448	74	10	52	28	10	446
C. one to two hours	27	12	35	12	35	10	29	0	0	454	30	29	49	20	1	454	18	10	52	28	10	446
D. more than two hours	4	1	20	2	40	1	20	1	20	445	3	14	57	14	14	447	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	62	20	26	35	46	19	25	2	3	452	59	24	53	20	3	453	38	13	56	23	8	448
B. They match some of what I have learned.	31	5	13	21	55	9	24	3	8	450	35	9	55	24	12	446	48	8	52	29	10	445
C. They match just a little of what I have learned.	7	2	25	2	25	3	38	1	13	445	5	17	25	25	33	439	10	4	35	39	22	439
D. There is no match.	1	0	0	0	0	0	0	1	100	400	1	0	33	0	67	420	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	41	13	26	25	50	11	22	1	2	453	40	20	54	19	7	450	35	16	55	20	8	449
B. good	49	11	18	30	50	17	28	2	3	450	47	18	54	22	6	450	48	7	52	31	11	445
C. fair	8	3	30	3	30	3	30	1	10	446	11	15	50	27	8	448	14	3	41	38	18	440
D. poor	2	0	0	0	0	0	0	3	100	423	2	0	17	17	67	429	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	11	0	0	4	31	6	46	3	23	436	9	0	27	45	27	435	15	4	38	33	25	439
B. about the same as my regular schoolwork	57	14	20	33	47	20	29	3	4	450	61	17	56	21	6	450	64	10	54	28	9	446
C. easier than my regular schoolwork	32	13	33	20	51	5	13	1	3	455	30	25	53	15	7	452	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	9	0	0	5	45	1	9	5	45	435	9	4	61	9	26	443	23	8	47	29	16	443
B. two or three days a week	22	6	22	13	48	7	26	1	4	450	26	17	52	25	6	448	36	11	54	27	9	447
C. two or three times each month	35	14	33	21	49	8	19	0	0	457	35	25	53	14	8	453	25	10	53	27	10	446
D. never or almost never	34	7	17	19	46	14	34	1	2	448	30	16	51	29	4	449	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	0										3	14	57	0	29	445	5	3	30	33	33	436
B. two or three days a week	3	2	50	0	0	1	25	1	25	450	10	13	54	21	13	445	19	8	50	30	12	445
C. two or three times each month	25	8	26	16	52	6	19	1	3	453	31	21	53	17	9	451	38	11	55	26	8	447
D. never or almost never	72	17	19	42	47	25	28	5	6	449	56	18	51	25	6	450	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	1	25	2	50	1	25	0	0	453	4	18	27	45	9	446	8	3	33	38	25	438
B. 30–45 minutes	8	1	10	5	50	4	40	0	0	448	13	16	45	19	19	445	27	6	48	33	13	443
C. 45–60 minutes	71	17	19	43	49	21	24	7	8	449	45	19	52	22	7	450	38	11	54	26	9	447
D. more than 60 minutes	18	8	36	8	36	6	27	0	0	455	38	18	59	18	5	451	26	13	55	23	9	448
Optional school/SAU question																						
A.	3	0	0	1	25	2	50	1	25	432	3	0	25	50	25	432						
B.	25	11	37	13	43	4	13	2	7	455	25	35	45	13	6	455						
C.	56	12	18	35	52	19	28	1	1	451	56	18	53	28	1	451						
D.	16	4	21	8	42	4	21	3	16	447	16	21	42	21	16	447						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: Bangor School Department
School: Mary Snow School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	9	8	26	9	751	5
	2006-2007	14	11	35	14	963	7
	2007-2008	30	24	48	19	882	6
	Cum. Total*	53	14	109	14	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	80	67	170	61	7251	52
	2006-2007	74	56	139	54	6824	49
	2007-2008	62	50	128	52	7130	51
	Cum. Total*	216	58	437	56	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	24	20	72	26	4514	32
	2006-2007	37	28	70	27	4382	32
	2007-2008	27	22	54	22	4433	32
	Cum. Total*	88	24	196	25	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	6	5	12	4	1458	10
	2006-2007	6	5	12	5	1735	12
	2007-2008	5	4	18	7	1546	11
	Cum. Total*	17	5	42	5	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	9.2	76.7	8.9	74.2	8.0	66.7
Cluster 2: Physical Sciences	12	25	8.1	67.5	8.0	66.7	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	8.7	72.5	8.4	70.0	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	8.4	70.0	8.2	68.3	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.



SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Bangor School Department
 School: Mary Snow School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	124	30	24	62	50	27	22	5	4	452	248	19	52	22	7	450	13991	6	51	32	11	444
Ethnicity																						
African American/Black	4										10	10	20	30	40	434	385	2	27	35	36	434
American Indian or Native Alaskan	0										2						101	3	44	44	10	441
Asian or Pacific Islander	5	0	0	3	60	2	40	0	0	447	8	13	50	25	13	447	262	5	52	28	14	443
Hispanic	4										4						162	2	38	39	21	439
Caucasian/White	111	30	27	54	49	23	21	4	4	452	224	21	53	21	6	451	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	27	1	4	8	30	15	56	3	11	441	47	2	28	47	23	438	2370	2	32	41	25	437
No	97	29	30	54	56	12	12	2	2	455	201	23	57	16	3	453	11621	7	55	30	8	445
Current LEP																						
Yes	3										5	20	60	20	0	453	379	1	25	35	39	433
No	121	30	25	60	50	26	21	5	4	452	243	19	51	22	7	450	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	36	3	8	17	47	13	36	3	8	444	117	8	51	29	12	445	5470	3	41	39	18	440
No	88	27	31	45	51	14	16	2	2	455	131	30	52	15	3	455	8521	9	57	27	7	446
Migrant																						
Yes	0										2						5	20	20	40	20	443
No	124	30	24	62	50	27	22	5	4	452	246	19	52	22	7	450	13986	6	51	32	11	444
Gender																						
Female	52	9	17	24	46	17	33	2	4	449	113	16	46	32	6	448	6929	6	49	33	12	443
Male	72	21	29	38	53	10	14	3	4	454	135	22	56	13	8	451	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	18	0	0	6	33	11	61	1	6	441	38	0	45	47	8	441	1888	1	32	44	23	437
No	106	30	28	56	53	16	15	4	4	453	210	23	53	17	7	451	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	124	30	24	62	50	27	22	5	4	452	248	19	52	22	7	450	13725	6	51	32	11	444

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Bangor School Department

School: Mary Snow School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	2	67	1	33	424	3	0	29	29	43	431	5	4	37	36	22	439
B. less than one hour	66	19	23	41	50	19	23	3	4	451	64	16	51	25	8	449	74	6	53	31	10	444
C. one to two hours	27	10	29	19	56	5	15	0	0	456	30	28	56	15	1	454	18	7	52	32	8	445
D. more than two hours	4	1	20	2	40	1	20	1	20	446	3	29	43	14	14	451	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	45	16	29	31	55	9	16	0	0	455	51	24	51	21	4	452	24	9	53	28	10	446
B. They match some of what I have learned.	42	13	25	26	50	11	21	2	4	452	37	17	58	20	5	450	49	6	54	31	9	445
C. They match just a little of what I have learned.	11	1	7	4	29	6	43	3	21	438	11	7	33	30	30	438	21	4	47	36	13	442
D. There is no match.	2	0	0	1	50	1	50	0	0	438	1	0	67	33	0	443	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	27	13	39	14	42	5	15	1	3	456	32	29	47	18	6	453	25	9	53	27	10	446
B. good	56	17	24	41	59	10	14	2	3	453	53	19	58	17	6	451	54	6	55	30	9	445
C. fair	15	0	0	5	26	12	63	2	11	439	13	0	34	53	13	440	19	3	43	40	15	441
D. poor	2	0	0	2	100	0	0	0	0	446	2	0	60	20	20	438	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	17	3	14	11	52	5	24	2	10	448	16	13	44	26	18	445	22	5	45	35	15	442
B. about the same as my regular schoolwork	67	21	26	42	51	16	20	3	4	452	65	21	54	19	5	451	62	7	53	31	9	445
C. easier than my regular schoolwork	16	6	32	8	42	5	26	0	0	453	19	20	48	26	7	450	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	44	17	31	26	48	9	17	2	4	453	49	26	55	14	4	453	24	7	48	33	12	444
B. a few times a week	54	13	19	34	51	17	25	3	4	450	46	13	48	30	9	447	53	7	54	31	9	445
C. once a week	2	0	0	1	50	1	50	0	0	449	3	13	50	25	13	447	9	6	46	33	15	442
D. a few times a month	1	0	0	1	100	0	0	0	0	454	2	0	50	0	50	436	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	8	1	10	3	30	3	30	3	30	440	15	14	44	22	19	444	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	28	11	32	17	50	5	15	1	3	454	26	22	52	18	8	450	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	21	6	23	14	54	6	23	0	0	454	30	19	55	19	7	451	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	43	12	23	28	53	12	23	1	2	451	29	21	51	26	1	452	22	9	55	26	9	446
Optional school/SAU question																						
A.	3	0	0	1	25	1	25	2	50	438	3	0	25	25	50	438						
B.	25	9	30	14	47	6	20	1	3	455	25	29	48	19	3	455						
C.	56	17	25	37	55	12	18	1	1	453	56	25	54	19	1	453						
D.	16	4	21	9	47	6	32	0	0	449	16	21	47	32	0	449						

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N = Number